Title of Instructional Materials: Bridges - The Math Learning Center

Grade Level: Grade K

Summary of Bridges – The Math Learning Center

Overall Rating: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Many portions of this curriculum would be great for supplemental material and intervention programs. Not good varietyof questions and for student inquiry. Don't see spiraling and review.	Important Mathematical Ideas: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Doesn't give enough opportunity for student inquiry.
Skills and Procedures: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Limited materials for some objectives.	Mathematical Relationships: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Doesn't require students to make connections between math and real life experiences.

Reviewed By: [redacted]

Title of Instructional Materials: Bridges - The Math Learning Center

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Session 64
Sock Boxes & Coins.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Gives hands on manipulative experience.

Overall Rating

1 — 2 — 3 — 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

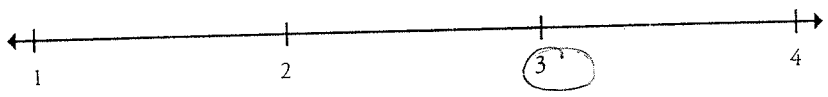
Session 48 & 109

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Representing Symbollically Counting by 2's.
Shows usage of Symbols visually & concretely.

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Session 89

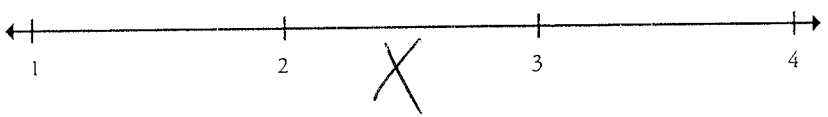
Sorting Sea Creatures

Summary/Justification/Evidence

Has children sort animals and discuss with group members why they sorted how they did.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

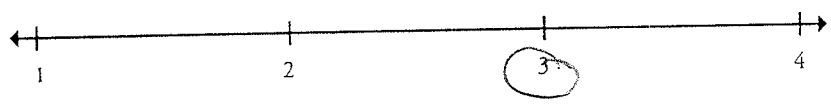
Teacher Guid

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Monthly Patter
Shown graph of to to make 180 days

Overall Rating



[redacted]

Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

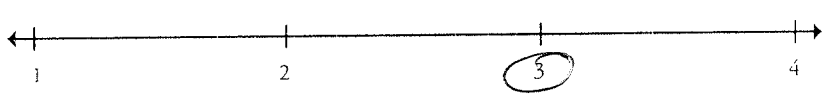
Volume One-
Sorting, Graphing, Counting, Exploring Shapes

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Uses unifix cubes, pattern blocks, polydrons, geoboards, manipulatives

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Session 106

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Interaction between teacher & child but not necessarily amongst each other.

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

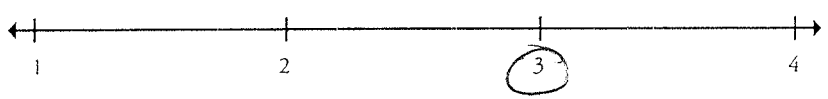
Session 106

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Uses a lot of visuals and manipulatives

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Session 49
A Growing Pattern

Summary/Justification/Evidence

Kind of weak in patterning

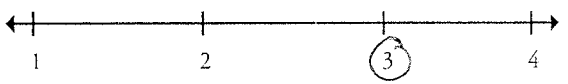
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: _____

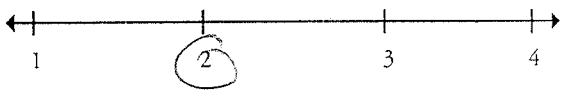
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.1 Count to 100 by ones and by tens. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Monthly Guide Session 4 Volume 1	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

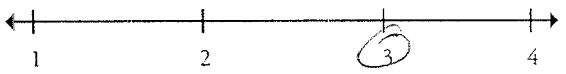
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** April Day 4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Practice Book Pg. 6 & 7, 18 & 19	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

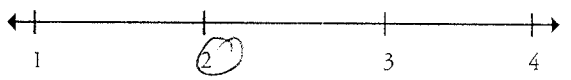
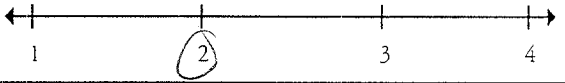
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.4a 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Practice Book Session 7.4 & 7.5 Picture Problems	Important Mathematical Ideas 1 2 (3) 4 Skills and Procedures 1 2 (3) 4 Mathematical Relationships 1 2 (3) 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 (3) 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.4b 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 105	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

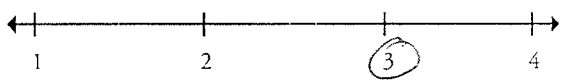
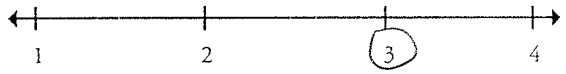
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.4c 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** December Day 5 Practice Book More About 5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** December Day 5 Line Up Those Numbers	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Compare numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] 1 Include groups with up to ten objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Practice Book Page 31 Count & Compare Pennies Teachers Guide Session 97 Count & Compare Unifix Cubes	Important Mathematical Ideas 1 2 (3) 4 Skills and Procedures 1 2 (3) 4 Mathematical Relationships 1 2 (3) 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 (3) 4

Reviewed By: [redacted]

Title of Instructional Materials: _____

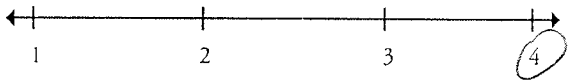
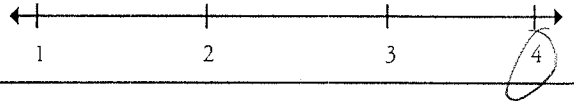
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Compare numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Skimmed book didn't see using numbers only. Used pictures and numbers.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

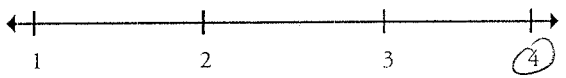
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teachers Guide Session 115 Practice Book 69, 62, 56 etc.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teachers Guide Session 115, 108 Practice Book 53, 43 Age Appropriate usage	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

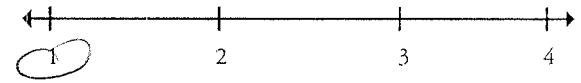
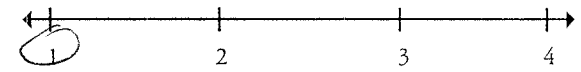
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 10? Practice Book 56;57	Important Mathematical Ideas 1 2 (3) 4 Skills and Procedures 1 2 (3) 4 Mathematical Relationships 1 2 (3) 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 (3) 4

Reviewed By: [redacted]

Title of Instructional Materials: _____

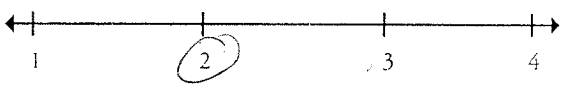
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Couldn't find	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

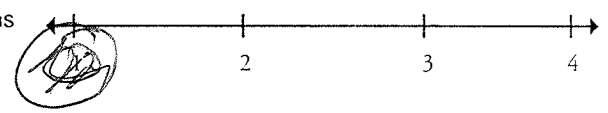
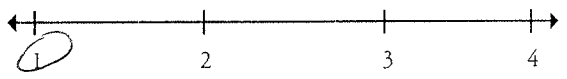
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.OA.5 Fluently add and subtract within 5. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 11C March Teacher Guide Practice Book 71, 69	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

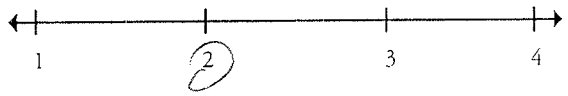
MATHEMATICS: GRADE K – NUMBER AND OPERATIONS IN BASE TEN – K.NBT

Work with numbers 11–19 to gain foundations for place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** [redacted] Session 97 Practice Book 48	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

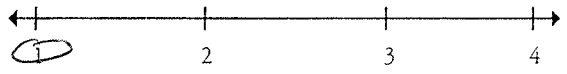
MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD

Describe and compare measurable attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 9.4 Unifix Cubes measuring	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD

Describe and compare measurable attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 9.7 Compare unifix cubes (less/more)	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

(K)

Math Learning Center

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Mathematics

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

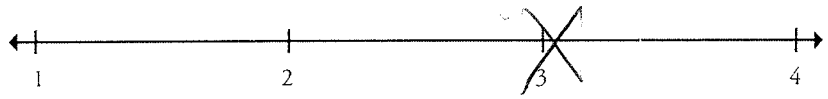
Indicate the chapter(s), section(s), or page(s) reviewed.

Ti guide vol 1 + vol 2
St Practice book

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

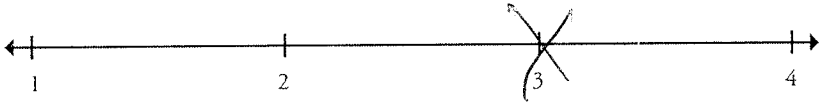
Indicate the chapter(s), section(s), or page(s) reviewed.

Triangle Vol 1 + Vol 2
Suplemental activities

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Teacher vol 1 + vol 2
Supplemental activities

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

1 — 2 — X — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

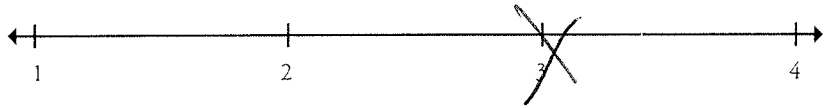
Indicate the chapter(s), section(s), or page(s) reviewed.

Tigute Vol 1 + Vol 2
Activities in Supplement

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

T. guide Vol 1 + vol 2
St. Practice book
Supplemental activities

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Teacher guide vol 1 + vol 2
Practice book
Supplemental activities

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

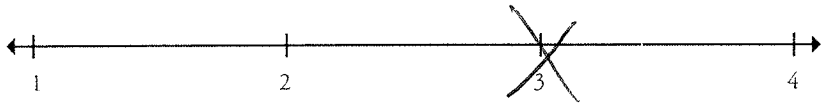
Indicate the chapter(s), section(s), or page(s) reviewed.

Triangle Unit 1 + Unit 2
Supplemental activities

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

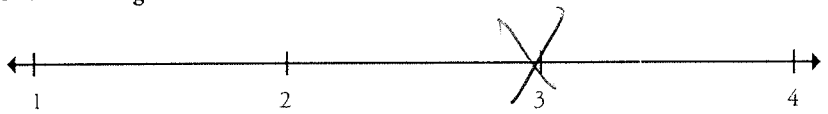
Teacher Vol 1 + Vol 2

Supplemental activities

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.1 Count to 100 by ones and by tens. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Tg Guide Vol 2 lesson 55-100 Supplemental activities Set A1, Set A6 St. Practice book pg 1-50	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

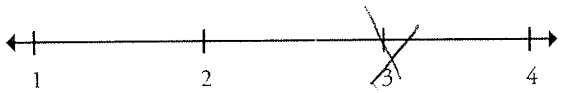
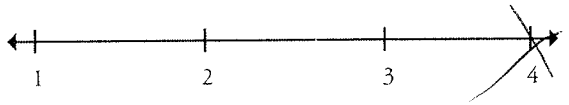
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Implement Unit 1 (lessons 20–55) Unit 2 (lessons 57–100) Implement: Set A1 Set A4	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Tgrade vol 1 (lessons 20-55) vol 2 (lessons 65-92) H. Practice book pp 1-60 Supplemental - Set A4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

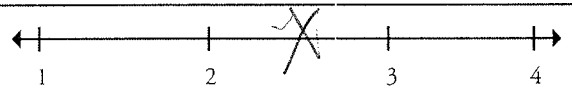
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4a 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges Vol. 1 (lessons 15–50) Vol 2 (lessons 57–97) Supplemental – Set A4, Set A6 Number Corner activities (embedded)	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4b 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Tigate Vol 1 (Lesson 10-50) Implemented A6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): limited instructional materials
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4c 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teacher Guide Vol 1 (lessons 15–50) Vol 2 (lessons 60–70) Supplemental – Set A6	Important Mathematical Ideas 1 2 X 3 4 Skills and Procedures 1 2 X 3 4 Mathematical Relationships 1 2 X 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited materials Overall Rating 1 2 X 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges In Math

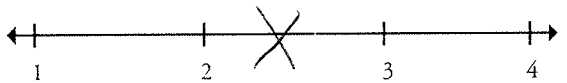
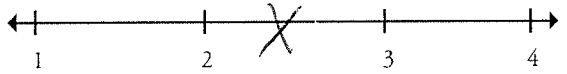
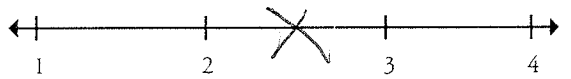
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Grade Vol 1 & Vol 2 Supplemental – Lt A1 Lt A6 Lt A4 Student practice book	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

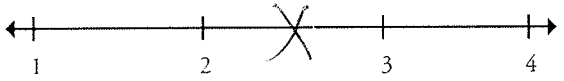
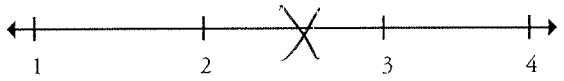
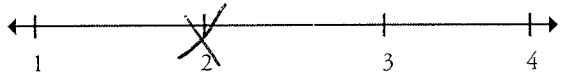
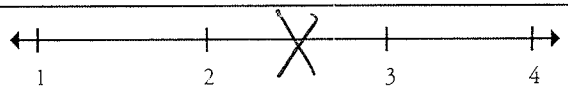
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] 1 Include groups with up to ten objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** T-Guide Vol 1 (lessons 5-50) Vol. 2 (lessons 57-97) Supplemental – Set A4, Set A6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

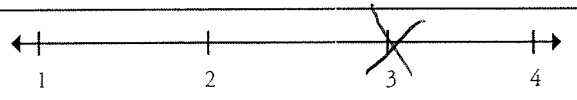
MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Implanted Lit A1 Lit A4 Lit A6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instructional materials available Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

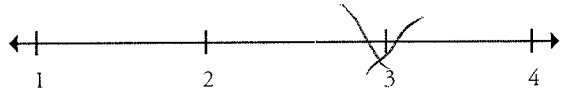
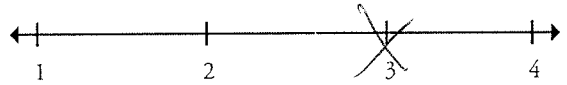
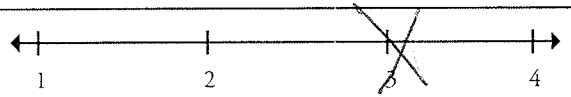
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Triple Unit 2 (lessons 70-111) Daily Practice Math Supplemental - Set A1, Set A4, + Set A6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

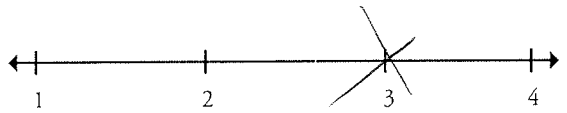
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Figure vol 1 + vol 2 Supplemental - Set A 4 St. Practice book	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

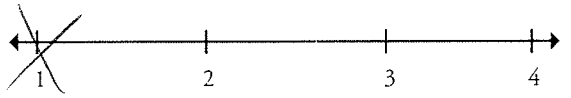
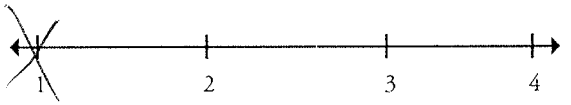
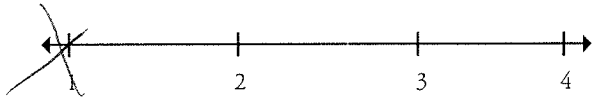
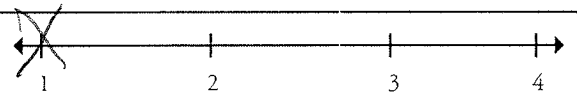
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teacher Guide vol 2 Student Set A 4 St. Practice book	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** None available	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** No instructional materials provided at this time Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

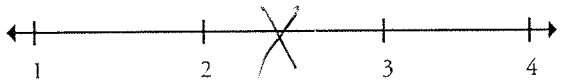
MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.5 Fluently add and subtract within 5. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Supplemental – Set A4	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instructional materials Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – NUMBER AND OPERATIONS IN BASE TEN – K.NBT

Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Tejuela Vol 2 (lesson 60–98) supplemental – Set A1 Work places activities	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Supplemental – Set D1 Set D2 Set D8 Figure Vol. 2 (Lessons 94-114)	Important Mathematical Ideas: 1 2 X 3 4 Skills and Procedures: 1 2 X 3 4 Mathematical Relationships: 1 X 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Part 2 has not been addressed at this time Overall Rating: 1 X 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

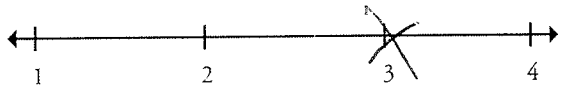
MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Triumphs Vol. 2 (lessons 110-115) Supplemental – Set D1 Set D2 St. Practice book	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

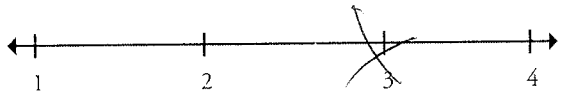
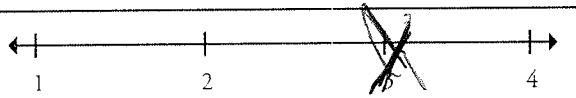
MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD

Classify objects and count the number of objects in each category.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] 1 Limit category counts to be less than or equal to 10. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges Vol 1 + Vol 2 Supplemental – Set C-1 Number Corner – calendar activities	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

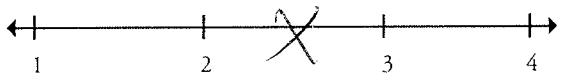
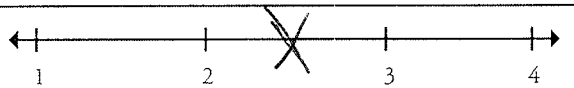
MATHEMATICS: GRADE K – GEOMETRY – K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** T-guide vol 1 & vol. 2 Work place activities Supplemental – Set C1, C2, C3, C4, & C6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

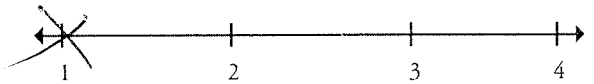
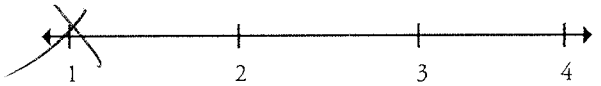
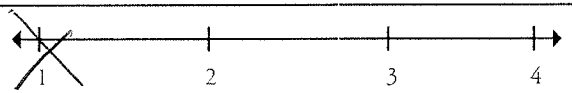
MATHEMATICS: GRADE K – GEOMETRY – K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.2 Correctly name shapes regardless of their orientations or overall size. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** T. guide vol. 1 & vol. 2 Work places activities Supplemental — Set C-1 C-5 C-6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – GEOMETRY – K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Not addressed in the instructional materials	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** No instructional materials available for this goal Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – GEOMETRY – K.G

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** T-guide vol 1 + vol. 2 Supplemental – pt C-1 C-5 C-6	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – GEOMETRY – K.G

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** T. guide vol 1 + vol 2 St. Practice book Supplemental — Set C-1 Set C-6	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE K – GEOMETRY – K.G

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	Important Mathematical Ideas (1 – 2 – 3 – 4): marked between 2 and 3 Skills and Procedures (1 – 2 – 3 – 4): marked between 2 and 3 Mathematical Relationships (1 – 2 – 3 – 4): marked between 2 and 3 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. T. guide vol 1 + vol 2 Supplemental Set C-5 Work Place activities	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating (1 – 2 – 3 – 4): marked between 2 and 3